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ABSTRACT

The objective of this program, which was created in response to the emergency situation in New York City's Community School District 3, was to train all guidance counselors, social workers, and nurses in the district to develop the skills to deliver substance abuse prevention counseling and support services. Program sponsored training was to be evaluated through administering pretests and postests to participants. In addition, observations of counseling methods and prevention services were to be conducted to assess the ability of staff to translate program training into job appropriate skills. A total of 14 staff development activities were held for guidance counselors, social workers, and nurses in which 196 staff members participated. The content of staff development activities met program objectives. They included information on substance abuse and related social, health, and developmental issues, strategies for providing emotional support and building self-esteem. Much of the material was age-specific, and culturally sensitive. Feedback about the workshops was furnished through evaluation forms. In general, workshop activities were highly rated. The appendix consists of five tables showing program outcomes and participant responses to workshops. (BF)

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ED 383 952

OER Report

EVALUATION OF THE EXPANDED AND ENHANCED MODEL SYSTEM-WIDE K-9 DRUG/ALCOHOL ABUSE PREVENTION TRAINING PROGRAM FOR COUNSELORS, SOCIAL WORKERS, AND NURSES
1991-92

CG026070

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EXECUTIVE SUMMARY

PROJECT BACKGROUND

The 1991-92 Model System-Wide K-9 Alcohol and Drug Abuse Prevention Training Program for Counselors, Social Workers, and Nurses was a federally funded project created in response to the emergency situation in Community School District 3. The program objective was to train all guidance counselors, social workers, and nurses* in the district to develop the skills to deliver substance abuse prevention counselling and support services. Program sponsored training was to be evaluated through administering pretests and postests to participants. In addition, observations of counseling methods and prevention services were to be conducted to assess the ability of staff to translate program training into job appropriate skills.

PROJECT FINDINGS

There were 88 staff development events held in the district during 1991-1992 which addressed substance abuse and related issues. A total of 14 staff development activities were held for guidance counsellors, social workers, and nurses in which 196 staff members participated**. All the guidance counsellors and social workers in the district attended at least one training session.

The content of staff development activities met program objectives. They included information on substance abuse and related social, health, and developmental issues, strategies for providing emotional support and building self-esteem, student activities designed to encourage critical thinking about drugs and sociopolitical issues, and ways of enabling students to pursue creative activities. Much of the material was age-specific, and culturally sensitive, as specified in the proposal guidelines.

Feedback about the workshops was furnished through evaluation forms. In general, workshop activities were highly rated. Staff described the workshops attended to be useful in the knowledge and group support provided, and most stated that they came away better aware of the problems related to substance abuse, and of what they could do to address them. Over 50

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* This includes 25 guidance counselors, 5 social workers, and 5 nurses.

** This number does not eliminate the overlapping that occurred when the same individual participated in more than one activity.

percent of the participants in staff workshops gave the workshops excellent ratings in all areas.

Data submitted to O.E.R. for program evaluation were survey material from workshops and records of program activities. After a review of the submitted data, O.E.R. found that the assessment measures outlined in the proposal were not utilized. Neither were criterion referenced pre and post tests nor were program developed observation checklists used. Therefore, these data form the basis for O.E.R.'s evaluation.

CONCLUSIONS AND RECOMMENDATIONS:

The program objectives were largely met in terms of the kinds and numbers of staff development activities held. Based on these findings O.E.R. recommends:

- District administrators should continue to design similar staff development activities as those implemented in 1991-92.
- Staff development training attendance sheets should have a space designated for participants' job titles, in order to determine how many of the targeted staff were trained.
- District staff should provide technical assistance to school staff so that the information from workshops can be readily applied in concrete situations.
- Information should be provided on the extent to which the services of community providers are being utilized by staff and students.
- As specified in the proposal, pre and post criterion referenced tests should be administered to evaluate the knowledge that participants obtained through program participation.
- As specified in the proposal, staff trainees should be observed in order to assess the success of training in applied situations.

Acknowledgements

This report has been generated by the Office of Educational Research (O.E.R.) of the Division of Strategic Planning/Research, and Development. Leah Weich and Radhika Philip analyzed the data and wrote the report. Thanks go to Mabel Payne for the overall supervision of the development of this report.

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I. INTRODUCTION

This report documents the Office of Educational Research (O.E.R.'s) evaluation of the 1991-92 drug abuse prevention and education grant for the Model System-Wide K-9 Drug/Alcohol Abuse Prevention Training Program for Counselors, Social Workers, and Nurses awarded to Community School District 3 (CSD 3). Developed in response to the acute needs of children in the community school district feeder neighborhoods, the program targets the entire counselor, social worker, and nursing staff employed in the district*.

PROGRAM OBJECTIVES INDICATED IN THE PROPOSAL

The overall program objective was to provide the 35 targeted guidance counselors, social workers, and nurses with knowledge and skills that would enable them to deliver substance abuse prevention counselling and support services to students and their families. Through participating in a variety of training activities from July 1991 through August 1992 staff were to demonstrate increased knowledge and skills associated with:

- an in-depth, culturally sensitive, accurate, and age-appropriate understanding of the substance abuse field including the pharmacological and psychosocial causes of drug and alcohol abuse;
- the role of tobacco, marijuana, and alcohol as gateway drugs;
- an awareness of how social attitudes and values

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* This includes 25 guidance counselors, 5 social workers, and 5 nurses.

contribute to the alcohol and drug abuse syndrome;

- how to counter the "responsible use" message often promoted in the media;
- building student's self-esteem;
- promoting student success and helping students develop appropriate life skills to resist drugs and alcohol;
- ability to counsel students on how to say "no" while retaining friends and status within their peer group;
- serving as effective role models;
- understanding and addressing the needs of children of alcoholics;
- developing meaningful opportunities for parent participation;
- mobilizing community resources in support of substance abuse prevention education;
- enabling students to identify and reduce personal risk factors and to recognize and manage stress without the use of drugs; and
- providing counseling in decision-making, and problem-solving skills.

To achieve the objectives a variety of staff development training activities were to be implemented. These included: a ten-day summer training program; enrollment in specially designed college courses*; participation in a series of workshops and training programs; as well as attendance at professional conferences and presentations conducted by the New York State Education Department and the Federal Northeast Regional Center for Drug Abuse Prevention. Community-based substance abuse

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* Courses were designed by the District and City College of the City University of New York

prevention education service providers were also to provide staff development.

DISTRICT EVALUATION PLAN

According to the proposal, targeted staff will be assessed in the following manner:

(a) Criterion referenced pre- and post-tests will be administered to staff in order to test their knowledge of concepts, methods, and materials in drug/alcohol abuse prevention counseling and support services;

(b) Staff ability to use drug/alcohol abuse counseling methods will be measured by observation of trainees in a job appropriate setting by using program developed checklists.

II. O.E.R. EVALUATION

O.E.R. EVALUATION MATERIALS AND METHODOLOGY

The Office of Educational Research of the New York City Public Schools conducted an evaluation of the Model System-wide K-9 Drug/Alcohol Abuse Prevention Training program activities over the period July 1991-August 1992 to assess whether CSD 3 attained its objectives.

Evaluation Material

After a review of the data, O.E.R. found that the assessment measures outlined in the proposal were not utilized. Neither were criterion referenced pre and post tests used nor were classroom observation checklists administered. The only data submitted were survey materials from workshops and records of program activities. Therefore, these data formed the bases for O.E.R.'s evaluation.

O.E.R. EVALUATION FINDINGS

Overview

Appendix table 1 compares the planned project services to those implemented. Appendix table 2 indicates that 196 staff persons attended training which far exceeds the estimated 35 from the proposal*. Guidance counsellors, social workers, and nurses did attend other staff development activities; however, at most

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* Because the activities took place as part of the larger substance abuse prevention training program, the evaluator has not indicated the specific staff groups involved in the training as specified in the proposal.

of these events participants did not indicate job titles. Therefore, O.E.R. cannot accurately determine the total number of guidance counselors, social workers, and nurses who received training. All guidance counsellors and social workers in the district attended at least one training session. O.E.R. has no conclusive data on the number of nurses who participated in staff development.

Table 3 tabulates events held for targeted staff. A variety of resources -- including community based organizations, hospitals, and universities -- were sought out to develop a thorough training program encompassing all aspects of substance abuse prevention education. As proposed, the City University of New York conducted a number of training activities. In addition to collaborating with other organizations to provide services, project personnel themselves provided a variety of workshops on conflict-resolution, consciousness building, and group dynamics as proposed.

Staff development workshops addressed many of the program objectives. Workshops provided staff with knowledge of the psychological, physiological, and sociological aspects of substance abuse. In addition to workshops on substance abuse, workshops were held on child development, and on specific psychological issues such as Child Abuse and Adolescent Attention Deficit Hyperactivity Disorder, and Post-Traumatic Stress Syndrome. Staff were trained to identify signs of addiction, and family-based problems such as child abuse and substance abusing

family members. Workshops provided referral information, and to the extent to which possible, staff were trained to address addiction and intervene with substance abusing families. Additionally, strategies for imparting refusal, coping, stress management, and communication skills to parents and students were discussed.

Feedback from staff participants indicated that the workshops were well appreciated. Participant assessments of each of the staff development workshops for which evaluation forms were provided are detailed in appendix tables 4-8*. Participants especially valued the information presented by the facilitator, the benefits of small group discussion where participants raised specific cases, the provision of resource and referral information, and the chance to meet key personnel. Responses to the question of what participants considered the most helpful aspect of the workshops included: "Getting to know each other", "A greater awareness of how to be with children", and "Being able to express myself". Some of the comments on how participants thought the workshop had changed them included: "I will be more observant", "I will try to be a better listener" and "I will try harder to reach people and to help others".

The presentations on AIDS, stress management, and the discussions of individual cases were greatly appreciated. The following were suggested future workshop topics: AIDS, family

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* Evaluation forms did not accompany all of the staff workshops.

relationships, self-esteem building activities, communication techniques, substance abusing parents, and conflict resolution. Participants made the following recommendations to improve workshops:

1. Workshops should be more structured and the speakers should increase their facilitation of group discussion.

2. There should be more discussion of ways workshop information can be applied in concrete situations. Guidance counsellors asked for more in-school non-clinical ways in which the material presented can be made relevant to counselling.

3. More training should be provided on how to communicate with students and parents, and on how to encourage them to express themselves freely.

4. Workshop sessions should be longer with more follow-up workshops and follow through of specific cases that were discussed.

Since no classroom observation data were submitted, OREA could not determine whether trainees' skills in providing substance abuse prevention education increased.

II. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Overall, program activities provided a comprehensive substance abuse prevention education by addressing substance abuse in the context of its related sociological, psychological and physiological aspects. The program met its primary task of providing staff with knowledge of, and skills in substance abuse prevention counseling and job appropriate services. The actual number of staff participants exceeded the numbers proposed. Program activities met proposal specifications in terms of concepts addressed and kinds of activities implemented. Workshops were well attended and appreciated for the knowledge, group support, and practical information that they provided, and for the confidence that they instilled in participants.

On the other hand, since no job-site observations were conducted, O.E.R. was unable to determine the extent to which staff applied the substance abuse prevention training received. In addition, since staff did not specify position titles on workshop attendance sheets, O.E.R. could not determine whether the pivotal objective of involving all the proposed target groups in a preventive effort was met.

RECOMMENDATIONS

Based on the above findings, the following recommendations are made to meet project goals and enhance evaluation measures:

- Efforts should be made to include nurses in staff training.
- Project leaders should provide information on whether

the staff actively mobilizes parents/community in substance abuse prevention education.

- As specified in the proposal, pre and post criterion referenced tests should be administered to evaluate the knowledge that staff obtained through program participation.
- Staff development training attendance sheets should have a space designated for participants' job titles.
- As specified in the proposal, staff trainees should be observed in order to assess the success of training in applied situations.
- Workshop time should be more effectively managed to better meet participants' needs.
- School staff members should be provided with information on resources for helping families.

APPENDIX

Program Outcomes and Participant Responses to Workshops

Appendix Table 1

Program Objectives and Outcomes

Benefits	Objectives	Outcomes
No. of staff trained	35	196[a]
Percent of staff able to demonstrate increased knowledge of prevention education	85	[b]
No. of training events implemented	60	14
No. of person training-days delivered	400	[b]
No. of experts involved	25	44
No. of community based organizations that assisted in training	5	7

[a] Staff who attended more than one workshop were counted more than once.

[b] Data not available.

Appendix Table 2

Number and Kind of Staff Targeted for Staff Development

	Objectives	Actual Outcomes
Target Group[a]	35	196[b]

[a] This includes the 35 social workers, counselors, and nurses in the district.

[b] Staff who attended more than one workshop were counted more than once.

Appendix Table 3

Staff Development Activities

Workshop/Conference	Number in Attendance	Agency
Drug Free Schools Initiative Conference	107[a]	CSD-3 Drug Abuse Prevention
Guidance Counselors & Social Workers staff development meeting	52	Narcotic & Drug Training Institute
Guidance Counselors & Social Workers staff development meeting	15	CSD-3 Drug Abuse Prevention Staff
Guidance Counselors & Social Workers staff development meeting. Topic: "Surviving Adolescence"	22	St. Lukes/ Roosevelt Hospital Adolescent Medicine
Substance Abuse Prevention Seminar	[b]	CSD-3 Drug Abuse Prevention Staff
Substance Abuse Prevention Programs for Drug Counselors- Two day training sessions on "Violence, Drugs, and Society; Helping Children Cope."	3	City University of New York Substance Abuse Prevention Program for Drug Counselors

(continued)

[a] This meeting was attended by guidance counsellors, social workers, education evaluators, SAPIS and school psychologists.

[b] Attendance data was not submitted for this topic.

Appendix Table 3

continued

Workshop/Conference	Number in Attendance	Agency
Workshop on "AIDS and Children in the School System"	20	Narcotic & Drug Research Institute
Workshop on "Indicators of Addiction"	13	CSD-3 Drug Abuse Prevention Staff
Workshop on "Child Abuse and Maltreatment"	17	CSD-3 Drug Abuse Prevention Staff
Conference on "Breaking the Cycle: Dependency and Trauma"	*	CUNY Graduate Center
Workshop on "Adolescent Attention Hyperactivity Disorder"	102	Adolescent Regional Services
Workshop on "Child Abuse and Maltreatment - Identification and Reporting"	39	CSD-3 Drug Abuse Prevention Staff
Grace Church seminar	*	Advocate Resource Center

* Attendance data was not submitted for this topic.

Appendix Table 4

Staff Assessment of Workshops*, N=50
Close Ended Responses

Qualities of Workshops	Unsatisfactory		Satisfactory		Average		Above Average		Excellent	
	N	%	N	%	N	%	N	%	N	%
Effectiveness	5	10	3	6	10	20	17	34	15	30
Instructional value	4	8	6	12	5	10	13	26	22	44
Content Applicability	5	10	4	8	9	18	12	24	20	40
Practicality	6	12	5	10	7	14	13	26	19	38

* Workshop topics included: Child Abuse, Reporting and Identification, N=19; Surviving Adolescence, N = 9; Post-Traumatic Stress Syndrome, N=4; and Child Abuse and Maltreatment, N=19.

Appendix Table 5

Staff Assessment of Workshops*, N = 68
Close Ended Responses

Qualities of Workshops	Poor		Fair		Good		Excellent		Blank	
	N	%	N	%	N	%	N	%	N	%
Information was relevant	0	0	8	12	13	19	41	60	6	8
Infosmation was new	11	16	14	20	13	19	29	42	1	1
Presentation was clear	0	0	2	3	7	10	54	79	5	7
Facilitator involved participants	0	0	3	4	12	17	49	72	4	5

* Workshop topics included: AIDS and Children in the School System (N=13); Indicators of Addiction (N=11); Communication Skills (N=12); Intervention Strategies with Substance Abusing Families (N=12); Early Intervention Drop-Out Program (N=8); and Stress Management (N=12).

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Appendix Table 6

Staff Assessment of Workshops - I[a]

Workshop Qualities	Workshops		
	AIDS and Children [b]	**Stress Management**[c]	**Communication Skills**[d]
Most helpful part of workshop	Information on AIDS N=5 Information on helping families N=2	----	Increased ability to communicate N=6
Workshop outcomes	Greater awareness of how to work with children N=5	-----	Will be a better listener N=6 Will be less judgmental N=6

[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Twenty staff members attended, and thirteen completed evaluations.

[c] Twelve staff members attended this workshop.

[d] Nineteen people attended this workshop and twelve completed evaluations.

Continuation of Table

Workshop Qualities	Workshops		
	AIDS and Children	**Stress Management**	**Communication Skills**
Suggested future workshop topics	Children and Aids N=3 Children and Drugs N=2 Drug using parents N=2	Family roles N=6 Referral sources N=7 Self-esteem building activities N=6 Treatment programs N=7 Drug addiction N=8 AIDS/HIV N=8 Communication N=9 Child Abuse N=6	Expanded version of present workshop N=1 AIDS N=2 Relationships and marriage N=1
Additional comments	Look forward to future workshops N=3	Information is applicable N=12 Enjoyed opportunity to work together N=3 Need assistance in translating workshop material to parents and students N=1	Workshop was exciting N=2

Appendix Table 7

Staff Assessment of Workshops - II[a]

Workshop Qualities	Workshops		
	Indicators of Addiction[b]	**Early Intervention Dropout Prevention Program[c]**	**Intervention Strategies with Substance Abusing Families[d]**
Most helpful part of workshop	Information provided N=2 The games N=2 Everything N=2 Allowing participants to express themselves N=2 Addressing helping parents N=1	Skills in effective communication among staff and between staff and students N=7	Information provided N=3 Sharing/discussing N=3 The video N=5

[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Thirteen people attended this workshop and eleven completed evaluations.

[c] Eight staff members participated and completed evaluations.

[d] Fifteen people attended this workshop and twelve completed evaluations.

Continuation of Table

Workshop Qualities	Workshops		
	Indicators of Addiction	Early Intervention Dropout Prevention Program	Intervention Strategies with Substance Abusing Families
Aspect liked least	Insufficient time N=2 Not relevant to own population N=1 Insufficient counselling examples N=1	Insufficient Time N=6 Inability of group members to focus N=3 Not enough handouts N=2	It was too long N=5 Bureaucratic paper work N=1 Not enough dynamic discussion N=1
Recommended follow-up activity	More workshops with Q/A sessions with discussion of medical facilities with concrete applications with early intervention strategies N=8 Audiovisual materials for students N=1 Greater exchange with peers N=1	More meetings with facilitator N=1 More resources N=2 More in depth and applicable information/ a second workshop with more time for discussion N=2 Roster of CWA local personnel N=2 On-site follow up N=4	More case studies N=4 More intense training N=1 Discussion of what happens after reporting N=1

Appendix Table 8

Staff Assessment of Workshops - III[a]

Workshop Qualities	Workshops		
	Surviving Adolescence[b]	Child Abuse: Reporting and Identification[c]	Child Abuse and Maltreatment[d]
Aspect liked most	Clinical perspective N=3	Facilitator & presentation N=5	Information and sharing N=13
	Information and discussion N=4	Information/Handouts N=9	Certification N=1
	Presenter N=3	The Certificate N=1	The video N=1
		Group Activity N=1	

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[a] Participants could give more than one response. Blank responses were not tabulated.

[b] Twenty two guidance counsellors and social workers attended this workshop; however, only nine completed evaluations.

[c] Nineteen instructional and non-instructional staff members participated.

[d] Nineteen instructional and non-instructional staff participated and all of them completed evaluations.

Continuation of Table

Workshop Qualities	Workshops		
	Surviving Adolescence	**Child Abuse: Reporting and Identification**	**Child Abuse and Maltreatment**
Workshop outcomes	Will try harder to reach people; to convince parents who have a drinking problem to get help. N=2 Will become a better listener N=2 Will work with community projects N=1		Will be more observant N=4 Will attend more workshops N=1
Suggested future **workshop topics**	AIDS N=7 Helping others not do drugs N=2	Communicating with students N=4 Teaching students how to express themselves N=4 Communicating with parents N=2	Parent Involvement N=2 Building confidence N=4
Additional comments	Workshop was enjoyable and informative N=6		Workshop should have been longer N=4 Workshop was interesting and informative N=7